



**GCE**

**Dutch**

Unit **F882**: Listening, Reading and Writing 2

Advanced GCE

**Mark Scheme for June 2016**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.














All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Annotations used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

Annotation	Meaning
	Tick
	Development of point
	incorrect
	Irrelevant (material which doesn't answer the question)
	Caret sign to show omission
	Opinion
	Just/Justification
	Good language
	Poorly expressed
	Past tense correctly used
	Future tense correctly used
NA	Highlight
	Accurate language
	Inaccurate language

### Abbreviations Meaning

- / Alternative and acceptable answers for the same marking point
- ( ) Words which are not essential to gain the mark
- Underlined words must be included to gain the mark

**Subject-specific Marking Instructions**

- You should print out a copy of the paper and work through it yourself (using the transcript for the Listening activities which you can find at the end of the Mark Scheme, if the audio version is not available on the portal.) You will need a copy of the written texts to refer to during the marking process in order to spot excessive lifting in tasks 7 and 11. The texts will not appear automatically on your marking screen.
- The award of marks is not necessarily dependent on the specific wording in the detailed sheets which follow. Other wordings will score the marks, provided they are semantically equivalent. If the language used by the candidate conveys meaning and also answers the question, then the mark(s) should normally be credited for comprehension (c.f. “sympathetic native speaker/sympathetic examiner”). Use your professional judgement to apply the marking principles given in this mark scheme but if you are still in doubt about the validity of any answer, then consult your Team Leader by phone, the messaging system within SCORIS or e-mail.
- Language marks: These are assessed separately – Grids C.2 and F.2 – See guidance in the detailed sheets below.
- Where candidates give alternative answers, only the first one written, or the one on the line should be marked.

## Section A: Listening and Writing

## Task 1: YOUNG POLITICIANS IN TILBURG

## Task specific guidance:

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.
- Answers in **Target language** get no marks.

Question	Answer	Marks [6]	Guidance
a	they need to be 18	1	
b	he wants to <u>influence</u> people	1	
c	because she wants to stop people going elsewhere / she wants to keep people in Tilburg	1	
d	they hold back good initiatives	1	
e	He thought it was ludicrous / he thinks you shouldn't economise in times of crisis	1	
f	She likes it a lot / she's not nervous anymore because she has done it a lot	1	

**Task 2****Task specific guidance:**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate)
- For single mark questions no annotation is necessary just enter 1, 0 or NR.
- There is no need to use a cross (X) for an answer that is clearly incorrect. Use it when you have had to think and decided not to award the mark or when a word in the response invalidates an otherwise acceptable answer.
- You may also use the highlighter tool to show harmless additions.

Question	Answer	Marks [22]	Guidance
A	Aan de rand van Amsterdam / naast de A5	1	
b	het zijn mensen die nu kunnen aarden in de gewone maatschappij	1	
c	een jaar	1	
d	Hij wil niet <u>gevormd</u> worden door de maatschappij	1	
e	Hij werd <u>gestresst</u> van het voortdurend moeten vechten om te overleven	1	concept
f	Hij is ontslagen omdat hij steeds in slaap viel op zijn werk	2	1 mark for the way he lost his job (he was fired) and one for the reason he was fired. Allow one mark for the reason he kept falling asleep (drug use)
g	(i) Hij is een voorvechter van het leven als stadsnomade (ii) Hij kan goed onderhandelen en bemiddelen	1 1	
h	Hij wil niets anders meer.	1	
i	Zweden	1	
j	een pensioen (uit Zweden en Nederland (half half))	1	

Question	Answer	Marks [22]	Guidance
k	(i) Hij houdt van het leven als stadsnomade (ii) Hij is bang dat hij dan geen contacten heeft	1  1	
l	Hij is muzikant / Hij speelt accordeon	1	concept
m	Omdat je daar nog prettig kan leven ( <i>vanwege de mazen in het net</i> )	1	
n	Hij kookt elke woensdag eten voor de bewoners/ hij heeft een café	1	concept
o	in een <u>ant</u> kraakhuis	1	concept
p	Ze heeft het nog niet meegemaakt maar ze denkt dat het geen probleem is	2	concept
q	(i) Ze wordt meer gewaardeerd (ii) Ze kan creatief zijn / ze kan meubels maken	1 1	

QoL: Read response again and assess for language.

- **Annotations:** you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential.
- **Grid C.2:** Key words have been highlighted in the grid. Remember that this grid is also used to assess accuracy at A2. Identify the band which best matches the performance. If you identified the band without hesitation you must award the higher of the two marks.

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
9-10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
7-8	<b>Language generally accurate.</b> Shows a sound grasp of AS ( <i>and/or A2</i> ) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
5-6	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
3-4	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
0-2	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.



**Section B: Reading and Writing**

In Section B there are 10 marks for Quality of Language.

**Opgave 3**

Question	Answer	Marks [8]	Guidance
a	discussie	1	Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	Sporters / deelnemers	1	
c	eerdere	1	
d	verbinding	1	
e	prijzen	1	
f	ontwikkelaar	1	
g	sponsors	1	
h	gebruikt	1	

**Opgave 4:**

Question	Answer	Marks [7]	Guidance
a	A	1	<b>1 mark for each correct answer</b>  The marks are awarded individually. No annotations are necessary.
b	C	1	
c	E	1	
d	F	1	
e	H	1	
f	G	1	
g	D	1	

## Opgave 5

Question	Answer	Marks [5]	Guidance
a	de gewone deelnemers.	1	<b>Sentence Completion</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.  concept
b	om een wedstrijd zonder protheses te winnen.	1	
c	op hun eigen olympische spelen. (in Zwitserland)	1	
d	je een prothese hebt / als je een handicap hebt (concept)	1	
e	was vroeger verboden. / kan een handicap compenseren	1	

## Opgave 6

Question	Answer	Marks [5]	Guidance
a	beschikbaar	1	<b>Allow:</b> words that make a grammatically and semantically correct sentence  <b>Gap-fill</b> No annotation is necessary. Enter 1, 0 or NR as appropriate. Ignore mis-spellings.
b	ruime	1	
c	prothese / technologie	1	
d	belangrijk / van belang	1	
e	ontwikkeld	1	

**Opgave 7****Task specific guidance**

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
  - a. Marks are awarded on a point by point basis, according to the mark scheme.
  - b. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
  - c. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.
- **Annotations:**
  - Award 1, 0 or NR without annotation.
  - Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
  - Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question	Answer	Marks [10]	Guidance
a	(i) omdat hij kunstbenen had (ii) mensen vonden dat het makkelijker voor hem was.	1 1	concept
b	Je moet amputatie hebben of verlamd zijn.	1 1	concept
c	(i) Tot aan de nek verlamde sporters kunnen meedoen (ii) Het is virtueel / het is een computerspelletje	1 1	allow concept 'primeur'
d	(i) de protheses mogen al op de markt zijn (ii) maar ook ontwikkeld worden voor dit evenement	1 1	
e	(i) dat biotechnologie ook toegepast kan worden in het dagelijks leven. (ii) dat wetenschappers meer gaan uitwisselen.	1 1	concept

## Opgave 8

Question	Answer	Marks [6]	Guidance
a	<b>overstappen</b>	1	<b>For all answers: concept</b> Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	<b>maatschappij</b>	1	
c	<b>milieuvriendelijk</b>	1	
d	<b>betaalt / geeft uit</b>	1	
e	<b>radicaal</b>	1	
f	<b>veel</b>	1	

## Task 9: Transfer of Meaning

Question	Answer	Marks	Guidance	
			Content	Levels of response
		[10]		
1	'We need to drastically change our economic policy	2	Award two marks per translated section according to the grid below. This grid assesses Transfer of Meaning into English. Note that this grid integrates <i>Quality of Written Communication Strand (i)</i> descriptors.  Exceptional responses and marks to award:  1. Candidates may answer in <b>faultless English but may not transfer meaning accurately. Award either 0 or 1 mark</b> , depending on level of inaccuracy in meaning.  2. The <b>transfer of meaning is accurate but contains significant spelling and/or grammar errors. Award 0 or 1 mark</b> , depending on level of inaccuracy of English.	<b>GRID H.2</b>
2	in the areas of transport, housing, food, industry and energy production.	2		<b>TRANSFER OF MEANING</b>
3	For example we can save a lot of energy in the industry by fully developing wind and solar power.	2		<b>2</b> Accurate transfer of meaning. Faultless or virtually faultless grammar, punctuation and spelling in English.
4	agriculture has to become more sustainable	2		<b>1</b> Inconsistent transfer of meaning. Mostly accurate but there are errors and/or missed details. There are instances of error in grammar, punctuation and spelling in English.
5	and people will get energy neutral houses and will drive electric cars (en masse).	2		<b>0</b> Very limited transfer of meaning. A substantial number of elements misunderstood or missing. Significant error in grammar, punctuation and spelling in English.

## Opgave 10

Question	Answer	Marks [6]	Guidance
a	langer / lang	1	Marks entered individually. No need for annotation. Enter 1, 0 or NR as appropriate.
b	werken	1	
c	moeilijker / lastiger	1	
d	groeit	1	
e	minder	1	
f	spaat	1	

## Task 11

## Task specific guidance

- Each question will be scanned in individually (questions with more than one element will appear twice/three times as appropriate).
- Familiarize yourself with the text and have a copy to hand so that you can easily spot instances of lifting from the original. The text will not appear on the screen.
- Go through all the responses and assess every question for **comprehension**.
  - d. Marks are awarded on a point by point basis, according to the mark scheme.
  - e. Minimal (additional) irrelevance can be ignored BUT mindless copying (often long chunks) results in no marks for comprehension or QoL
  - f. For comprehension / content, remember that you are a “sympathetic native speaker / sympathetic examiner”. If language interferes slightly but it is clear that the candidate has understood, give the mark for content / comprehension (unless there is ambiguity or it is gibberish). Limited ability to use language will be reflected in the mark awarded under grid C2. If appropriate, candidates may answer with single words / short phrases.

- **Annotations:**
- Award 1, 0 or NR without annotation.
- Use a tick (✓) to indicate a mark awarded on any question where the answer is more than one mark.
- Use a cross (X) when a word in the response invalidates an otherwise acceptable answer.
- Even if the answer is lifted verbatim from the text, **as long as it is a direct answer**, award the comprehension mark but highlight and exclude from Quality of Language assessment.

Question	Answer	Marks [10]	Guidance
a	betere kwaliteit van leven meer werk	1 1	
b	door olie te vervangen / BNP	1	
c	ontwikkeling van wind en zonne energie duurzaam maken van de landbouw manieren om minder energie te gebruiken elektrisch rijden	1 1 1	choose three out of four options
d	maatregelen om het energiegebruik te verminderen een huis waar je genoeg energie creëert om in je eigen gebruik te voorzien	1 1	<b>concept:</b> je hebt geen energierekening meer.
e	we moeten producten lokaal produceren stoppen met groeien	1 1	



- Assessing **Quality of Language** across Section B
  - a. You will get a separate screen which will be the whole page for exercise 3, 5, 6, 7, 8, 10 and 11 (unannotated). Read all the answers again. You may use the green L marking tool to highlight good language to assist you in the application of Grid C.2. but it is not essential.
  - b. Apply Grid C.2 and enter the mark.
  - c. *PE to provide specific guidance on which exercises in Section B will provide best evidence for Quality of Language.*

GRID C.2	QUALITY OF LANGUAGE – ACCURACY 10 marks AO3
<b>9-10</b>	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there may be some errors.
<b>7-8</b>	<b>Language generally accurate.</b> Shows a sound grasp of AS ( <i>and/or A2</i> ) structures, as appropriate. Generally correct use of complex structures. Tenses and agreements good, although <b>there may be some inconsistency and errors in more complex areas.</b>
<b>5-6</b>	Shows evidence of <b>fair understanding of grammatical usage.</b> <b>Generally accurate use of simple sentence</b> structures. Some correct use of complex sentence structures. The performance is likely to be <b>patchy and inconsistent.</b>
<b>3-4</b>	Evidence of <b>gaps in basic grammar.</b> <b>Frequent errors</b> of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but <b>evidence of correct use of simple sentence structures.</b> Vocabulary and structures may be quite strongly influenced by the candidate's first language.
<b>0-2</b>	<b>Little evidence of grammatical awareness.</b> <b>Persistent,</b> serious and <b>elementary errors</b> (endings, verb forms, gender of common nouns). Frequent first language interference.

**Task 12-19****Task specific guidance**

**Mark one essay using the grids N, O, C.2 and F.2.**

If a candidate has written more than one essay mark both essays in the normal way but enter the mark for the essay which has earned most marks over all.

Question	Indicative Content	Marks	Guidance
Task 12-19	No Indicative Content – personal response	<b>[25]</b>	<p><b>Grid N guidance</b></p> <p>3–4 – No specific example from TL = cap 4</p> <p>5–6 – Demonstration of originality and/or imagination – applies mainly to imaginative</p> <p>7–8 – Imaginative and/or original response to task – applies mainly to imaginative</p> <p><b>Grid O guidance</b></p> <p>6–9 – Straight narration = more 6/7</p> <p>Evidence of some argument = more 8/9</p>

## Task 12-19 – Language (QoL) – Grids C.2 and F.2: [20 marks]

Question	Answer	Marks	Guidance
Task 12-19	Assess for Quality of Language using Grids C.2 and F.2 Appendix 1	<b>[20]</b>	<p>Read the whole response again and assess for Range (Grid F.2) first – i.e. vocabulary and structures. Then assess for Accuracy (Grid C.2). Key words have been highlighted in the grids below. Ignore final sentence of 3-4 band in Grid C.2, because vocabulary and structures have already been assessed under Grid F.2. If you wish, you may use the underlining tool (--) to show language errors if you find it makes it easier to apply Grid C.2, but it is not essential. Enter your mark.</p> <p><b>Grid C.2 guidance</b></p> <p>0–2 – Errors ([e.g.] endings, verb forms, gender of common nouns). Frequent first [= <i>other</i>] language interference.</p> <p>3–4 – Errors ([e.g.] endings, verb forms, gender of common nouns, adjectival agreements). Candidate's first [= <i>other</i>] language. Meaning may be unclear; more wrong than right.</p> <p>5–6 – Wrong/right = 50/50</p> <p>7–8 – More right than wrong.</p> <p><b>Grid F.2 guidance</b></p> <p>5–6 – [A range of] syntax and sentence structures appropriate to the [register of the] task.</p> <p>7–8 – Effective = <i>good</i>. Reads easily.</p> <p>9–10 – idiom ≠ <i>idioms</i>.</p>

## APPENDIX 1

GRID N	RELEVANCE AND POINTS OF VIEW 10 marks AO2	GRID O	STRUCTURE AND ANALYSIS 15 marks AO2
9–10	<b>Consistently relevant information</b> that supports points of view and opinions. Shows <b>genuine insight</b> in responding to the task.	13–15	The response displays genuine control and clarity. A very well-developed argument. Confident ability to develop an argument, analyse and evaluate, and draw conclusions.
7–8	Relevant <b>information</b> that <b>responds to the requirements</b> of the task and is used to support points of view and opinions. Produces an imaginative and/or original response to the task.	10–12	Coherently structured and organised response. Points of view are <b>linked in a logical sequence</b> . <b>Able to develop an argument</b> , analyse and evaluate, and draw conclusions.
5–6	The <b>information</b> given is <b>mainly relevant</b> to the task. Points of view and opinions are generally supported by some factual evidence. May demonstrate some originality and/or imagination.	6–9	Structured and organised response. Points of view are <b>mostly linked in a logical sequence</b> . Shows some ability to develop an argument, analyse and evaluate and draw conclusions.
3–4	Includes <b>some relevant information</b> but does <b>not always address the requirements</b> of the task. May have some difficulty in expressing points of view and/or narrating events and/or communicating factual information.	3–5	Shows <b>some ability to structure</b> and organise the response. <b>Limited ability to develop an argument</b> , analyse and evaluate, and draw conclusions.
0–2	The response to the task is likely to be very short and/or irrelevant and/or very superficial.	0–2	<b>Random organisation</b> of the response. <b>Limited attempt to develop an argument</b> , analyse and evaluate, and draw conclusions.

GRID C.2 QUALITY OF LANGUAGE (ACCURACY) 10 marks AO3		GRID F.2 QUALITY OF LANGUAGE (RANGE) 10 marks AO3	
9–10	Characterised by a <b>high and consistent level of accuracy</b> in use of complex structures, although there <b>may be some errors</b> .	9–10	Effective and confident use of a <b>wide range of vocabulary and idiom</b> with a <b>variety of complex sentence structures</b> .
7–8	Language <b>generally accurate</b> . Shows a sound grasp of AS and/or A2 structures, as appropriate. <b>Generally correct use of complex</b> structures. Tenses and agreements good, although there may be some inconsistency and errors in more complex areas.	7–8	Effective use of a range of vocabulary and structures appropriate to the task, with little repetition. A positive attempt to introduce variety and to use a range of complex sentence structures (though not always able to maintain correct usage).
5–6	Shows evidence of fair understanding of grammatical usage. <b>Generally accurate use of simple</b> sentence structures. <b>Some correct use of complex</b> sentence structures. The performance is likely to be <b>patchy</b> and <b>inconsistent</b> .	5–6	<b>Attempts to extend the range of vocabulary</b> , though still rather repetitive. <b>Attempts to use more complex language</b> with <b>some success</b> in producing a range of syntax and sentence structures appropriate to the task.
3–4	Evidence of gaps in basic grammar. Frequent errors of an elementary kind (endings, verb forms, gender of common nouns, adjectival agreements) but evidence of correct use of simple sentence structures. Vocabulary and structures may be quite strongly influenced by the candidate's first language.	3–4	Use of a restricted range of vocabulary and structures. Frequent repetition of the same words and phrases. Some attempt (not necessarily successful) at the use of more complex sentence structures.
0–2	Little evidence of grammatical awareness. Persistent, serious and elementary errors (endings, verb forms, gender of common nouns). Frequent first language interference.	0–2	Only <b>simple sentence patterns</b> . Very <b>limited vocabulary</b> . Very <b>limited range of structures</b> .

## APPENDIX 2 (LP)

## Transcripts of Listening Texts

**Note for Document production team: This section of the mark scheme must stay in Portrait format until after the standardisation meeting.**

## Task 1

## YOUNG POLITICIANS

- I In onze studio zitten David en Marian. Ze staan op de lijst voor de Volkspartij voor Vrijheid en Democratie: de VVD, maar ze mogen pas echt toetreden als ze 18 zijn. Nu kunnen ze als kandidaat-raadslid wél alvast ervaring opdoen, met burgers in gesprek tijdens de verkiezingscampagne en deelnemen aan fractievergaderingen.
- David, waarom wil jij de lokale politiek in?*
- M „Ik ben voorzitter van de leerlingenraad van mijn school. Marian was de vorige voorzitter. We hebben samen ledenvergaderingen van het Landelijk Aktie Komitee Scholieren (LAKS) bezocht. Door die leerlingenraad, en door LAKS, zie ik hoe leuk het is om invloed uit te oefenen. Dat wil ik in de gemeenteraad ook.”
- I En jij, Marian, wat trekt jou aan in de gemeentepolitiek?*
- F Er is veel gedoe over het zwembadcomplex van Tilburg. Dat complex bestaat al bijna vijftig jaar. Gemeenten om ons heen hebben hun zwembaden wel vernieuwd, Oirschot, Breda. Inwoners trekken dus weg, gaan daar zwemmen. Ik wil die mensen in Tilburg houden.”
- I Waar wil jij invloed op hebben, David?*
- M „Ik heb er een enorme hekel aan als goede initiatieven worden gedwarsboomd door allerlei stomme regels. Vandaar ook mijn voorkeur voor de VVD. Ondernemers in Tilburg hebben aangeboden tijdens de zomer horecatenten op te zetten in het park. Een vetpot voor onze gemeente. Maar dan heb je altijd van die figuren die allemaal negatieve kanttekeningen plaatsen. Daar wil ik tegenin gaan.”

- I *Heb je wel eens gebruik gemaakt van de interruptiemicrofoon?*
- M „Ja, bij een VVD-barbecue in Tilburg, afgelopen zomer. Vier VVD-Kamerleden kwamen vertellen dat het goed was om zes miljard extra te bezuinigen. Ik was het daar totaal niet mee eens. Dus ik zei in die microfoon: ‘Ben je nu helemaal krankjorum? Om in de crisis met zo’n hoge werkloosheid onze economie wéér op z’n donder te geven.’ ”
- I *Hoe vind jij het spreken in het openbaar, Marian?*
- F Bij bijeenkomsten van de jongerenafdeling van de VVD heb ik altijd de mentaliteit gehad: als ik nú niet naar die microfoon loop, krijg ik er spijt van. Zenuwachtig ben ik niet meer. Dat heb ik afgeleerd. Ik vind het geweldig. Het is gewoon doen-doen-doen.

## Opgave 2: Luisteroefening

### STADSNOMADEN

- I Naast de A5, op een braakliggend stuk grond aan de rand van Amsterdam ligt ‘t Landje. Ik ging er langs om te kijken wie de bewoners zijn. De groep is heel gevarieerd.
- 
- Er wonen jonge mensen die niet kunnen aarden in de gewone maatschappij, zoals Paul van 20, die sinds september 2011 thuisloos is. Hij trok van plek naar plek en kwam uiteindelijk een jaar geleden hier terecht. Paul kan niet in de stad wonen. De maatschappij probeert volgens hem iedereen te vormen en daar heeft hij geen zin in.
- Steven van 23, is het helemaal eens met Paul. Hij is geboren en getogen in Amsterdam, woont hier sinds twee jaar:
- S „Ik had geen zin meer in mijn huurhuis. Je bent de hele dag bezig met je hoofd boven water houden. Ik heb het echt geprobeerd, vijf dagen in de week gewerkt bij een boerderij voor 8 euro per uur, maar op een dag viel ik letterlijk van mijn fiets. Ik hield het niet meer vol, al die stress. Hier heb ik de tijd en energie om te ontdekken waar ik goed in ben. Ik ben een echte doe-het-zelver.”

- I Steven, Paul en zijn vriendin Lorien horen bij de jongste bewoners van 't Landje. Maar er is ook een oudere generatie. Eduard bijvoorbeeld, van 51, die oorspronkelijk uit Gouda komt. Hij had een goede baan in de financiële sector. Toen hij de 45 was gepasseerd, vroeg hij zich af waar hij mee bezig was. Hij deed alleen maar dingen die andere mensen hem opdroegen. Door overmatig drugsgebruik viel hij regelmatig in slaap op zijn werk. Hij raakte zijn baan kwijt en zwierf langs verschillende plekken. Eduard is een gedreven voorvechter voor het leven van de stadsnomade en kan door zijn oude baan goed onderhandelen en bemiddelen voor zijn groep mensen. Hij komt bijna nooit meer in de stad. Sinds hij op deze manier geleefd heeft, wil hij niets anders meer.

Er wonen niet alleen Nederlanders op 't Landje. Lars van 65 komt uit Zweden en woont sinds een jaar op het terrein. Hij wil er niet meer weg. Hij ontvangt een half van Zweedse en een half Nederlands pensioen en daar kan hij van rondkomen. Hij houdt van deze manier van leven en is bang dat hij geïsoleerd zou raken in een appartement. Lars vindt dat de gemeente deze plek en de stadsnomaden moet respecteren. Hij is muzikant, hij speelt op zijn accordeon voor oude mensen.

Peter uit Engeland heeft naar eigen zeggen overal gewoond. Hij heeft een afkeer van de maatschappij, door alle regels wordt het leven voor hem ondraaglijk. In Nederland zitten volgens Peter zo veel mazen in de wet dat het nog prettig toeven is. Hij is altijd in beweging en praat graag en snel. Stilzitten vindt hij zonde; als je wat wilt in het leven moet je in actie komen. Zijn plekje op 't Landje is een soort café. Voor 1 of 2 euro maak ik iedere woensdag voor alle bewoners een voedzaam bord eten. „Dan is het echt gezellig!”

Dan is er ook nog Anita, 46 jaar en sinds twee maanden hier. Anita werd van de ene op de andere dag haar antikraakhuis uitgezet, een huis waar mensen kunnen wonen zonder huur te betalen zodat het niet gekraakt wordt.

- A “Gelukkig had mijn vriend Theo hier nog een zelfgebouwde villa staan. Houthakken, water halen en gas kopen, het bevalt me prima. Ik moet de winter nog meemaken, maar dat zal wel goedkomen. Ik heb altijd in een café gewerkt, maar hier ben ik vrij. Ik voel me hier weer gewaardeerd en ik kan m'n creativiteit kwijt. „Ik maak kastjes en krukjes in alle kleuren.”



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